

# TEACHING TUESDAYS



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## BELLISARIO BULLETIN



– By [Denise Bortree](#)

Welcome to Teaching Tuesdays! It's week four of the semester, and we're all working hard to keep things moving forward during these uncertain times. Thank you for investing in our students as they build skills that will help them thrive in the future. This week in Teaching Tuesdays we share the questions that are asked during the Mid Semester Evaluation (MSEEQ), and new faculty member Hunter Overton writes about his experiences in the Bellisario College. Also, Danielle shows us how to use "new quizzes" in Canvas. It's a great issue. Take care of yourselves. Denise

### Important Items of Note

- **Early Indicators Survey** | Monday, January 27 - Wednesday, February 5 | [More Information](#).
- **Starfish Information** | Are you new to Starfish? Need help? Visit the [PennState Starfish Info](#) webpage.

### Careers/Internships

- **February 5** | 4:30-5:30 p.m. | DC Maymester Info Session | 1 Carnegie Building
- **February 12** | 6:00 - 8:00 p.m. | Advanced Resume Review | Carnegie Cinema

### Upcoming Events

- **February 5** | 12:00 - 1:00 p.m. | Talking about Academic Integrity | [Register](#)
- **February 6** | 12:00 - 1:00 p.m. | Inclusive and Ethical Pedagogy Series: Alternative Approaches to Grading | [Register](#)
- **February 11** | 9:00 - 10:30 a.m. | LinkedIn Learning Day | [More Information](#)
- **February 11** | 12:00 - 1:00 p.m. | Teaching and Assessing with Artificial Intelligence (AI) | [Register](#)
- **February 11** | 6:30 - 8:00 p.m. | The Studio Perspective | Jac Garell, Universal Pictures, and Cat Cao ('23), Universal Pictures | Carnegie Cinema (113 Carnegie Building)

## TEACHING TIP



### Mid Semester Feedback (MSEEQ)

The Mid Semester Feedback survey will be open *week six and seven* of the semester. That's just a couple weeks away. Once it's open, you may want to encourage your students to spend a few minutes providing feedback to help you make any needed adjustment to the class.

Here are the questions that students answer in the MSEEQ:

#### **Midsemester Feedback Questions**

Below are the items for the faculty senate-approved Midsemester Student Educational Experience Questionnaire (MSEEQ).

1. What has been the most helpful for your learning in this course so far? Please consider course materials/ resources, activities/assignments, interactions with peers and faculty, or any other aspects that have helped you learn. (open ended)
2. I am confident that I understand what I am expected to learn in this course.  
(5 - Strongly Agree 4 - Agree 3 - Neutral 2 - Disagree 1 - Strongly Disagree)
3. The instructor creates a welcoming and inclusive environment.  
(5 - Strongly Agree 4 - Agree 3 - Neutral 2 - Disagree 1 - Strongly Disagree)
4. In the space provided, please provide an explanation for your rating in #3. (open ended)
5. Do you know how to contact your instructor? (Yes No)
6. What, if anything, has caused you difficulty in terms of learning in this course? (open ended)
7. What practices have you personally adopted that have improved your learning? (open ended)

Feedback from students in the MSEEQ can only be viewed by the instructor. [Talking to students about midsemester feedback](#) before and after it is collected helps students understand how important their feedback is to you, which can increase response rates. If you have questions about the MSEEQ, feel free to reach out to Denise Bortree, [dsb177@psu.edu](mailto:dsb177@psu.edu).

## SPOTLIGHT



### Faculty Spotlight: Hunter Overton

[Hunter Overton](#) | Advertising/Public Relations



#### What is your favorite aspect of being a teacher with Bellisario College?

While my tenure here has been short, I have found that my favorite part of being a teacher in the Bellisario College has absolutely been the **people** with whom I get to interact with daily. The staff has been so helpful and welcoming (special shout out to Angelique Redwood), and I've really enjoyed getting to know my colleagues and bonding over our interests and passions (another shout out to Karen Mozley-Bryan for the amazing hot sauce, Benjy Romig for the snacks, and BB Mure for sharing neat stories about her home town in Costa Rica, just to name a few). I've also loved hearing different stories from our students and my faculty colleagues. By far, working with this diverse group of people has been the most rewarding part of being a part of this community.

#### How would you explain your teaching philosophy?

I believe that we are training students to be successful in both their careers and life in general. So, with that outlook, I do my best to tie every lecture to some sort of real-world application. I also believe in the phrase, "Don't practice until you get it right. Practice until you can't get it wrong." So, I make sure to keep my lectures short and to the point and focus the bulk of the students' time on applying and practicing what they learn in my classes. I also encourage them to be innovative and willing to make mistakes, as sometimes the most effective way to learn is by trying and failing.

#### What makes you passionate about Advertising/Public Relations?

I am passionate about the Advertising and Public Relations fields because there are so many real-world applications to both. Between these two industries, they represent over \$1 trillion and growing at over 10% annually. There is a massive market for these skills we teach and so many problems to solve. This field is wide-open for new ideas and new talents. Also, something that I always appreciate in these fields is that it is never static. The goal posts are always moving, and to be successful, we have to keep challenging ourselves to think outside of the box every day.

#### What have you found to be the key to student engagement and success in your course(s)?

I really try my best to engage with students as much as possible. I make very intentional efforts to have a conversation about something with every student in each of my classes. Being open to their stories, suggestions, and experiences has allowed me to

connect with students and really get them to contribute to the classroom conversation in ways that I didn't experience when I was a student. Connecting and finding common ground has been invaluable to engaging students.

**The Bellisario College mission statement aims to "...prepare students to take their place in an information-rich society and in the professions as active, critical and ethical participants." What does that statement mean to you?**

The information-rich part of the statement really speaks to me. My background in operations and analytics has shown me the importance of data, and with the connected world we live in now, there is more data available than we could ever consume. I believe that understanding data and how to use it responsibly can help us achieve the rest of the statement by allowing us to make timely, informed and ethical decisions.

**Do you feel like your courses and our College demonstrate admirable efforts to "...prepare students to take their place in an information-rich society and in the professions as active, critical and ethical participants?"**

I wholeheartedly believe that this is true. I see several colleagues making concerted efforts to bring cutting-edge topics into class and pushing the students forward on a daily basis.

**What are your thoughts on teaching technologies and their relevance when it comes to teaching Advertising/Public Relations?**

I believe that we need to fully embrace technology whenever it's available to us. Some of it will stick and some won't. We won't know until we try. I know right now the buzzword on this topic is artificial intelligence. There are so many different schools of thought on the topic, but I believe it is here to stay in one form or another and we should begin using it (responsibly) whenever possible. Everybody has access to the technology now, so we should apply it ethically now. While I know many believe we need dedicated courses to teaching AI, I think we all should incorporate it and use it for what it is in all of our courses; it's a tool to help us be more productive and creative. I don't think it will ever replace humans, and nor should it, because it is our creativity and personalities that make us unique.

**CANVAS CUE**



## New Quizzes?!?

– [Danielle Harris](#) | Instructional Design











You may have heard that, at Penn State University, instructors can now use the '[New Quizzes](#)' feature in Canvas. From a personal perspective, the main benefits to the new quiz layout include the clean look and ease of use with item banks, and the new question types. We can now create categorization and hot spot questions, which helps diversify the typical multiple-choice quiz.

### Enable New Quizzes

Navigate to your course settings (always located at the bottom of the course navigation menu). From there visit the tab titled 'Feature Options.' On that screen you will see the option to turn on New Quizzes. Once enabled, when creating a new quiz, you will get the option to create a 'New Quiz' or a 'Classic Quiz.'

All

### Course

Feature	Status	State
> Anonymous Instructor Annotations		
> Disable Classic Quiz Creation		
> Emojis in Submission Comments		
> ePub Exporting		
> Learning Mastery Gradebook		
> New Course and User Analytics		
> New Quizzes		
> Outcome Service Results to Canvas Reporting		
> Preserve Group Set During Assignment or Discussion Copy		
> Quiz Log Auditing		

### Build New Quizzes

Right away you will notice that the user interface looks significantly different. When you visit the quiz to make edits, you will first see a screen to adjust some settings, including the due date. In order to start creating quiz questions and see more setting details, you will click the 'Build' button at the bottom of the page.

### Preview New Quizzes

To preview the quiz, you will follow the same path. Visit a quiz, click the 'Build' button at the bottom of the page, and then select 'Preview' from the upper right corner.

### Primary Functionality Differences Between New Quizzes and Classic Quizzes

Functionality Gained in New Quizzes	Functionality Lost in New Quizzes
A modified interface	Graded Surveys, Ungraded Surveys, and Practice Quizzes (though you can set a New Quiz as 0 pts)
New question types such as Categorization, Hot Spot, Ordering, and Stimulus	Some Rich Content Editor features: recording audio/video, file embedding, content selector sidebar, accessibility checker, apps/LTI tools (Kaltura, Panopto, Google Drive), HTML editor
Extra time for students needing accommodations can be added across all quizzes in bulk (as opposed to one quiz at a time)	Student response analysis via CSVs is not available
Essay questions can include embedded spell checker, calculator, word counter, and word cap	Text cannot be added without associated questions
Improved student viewing options of results	
More question types can be <u>auto-graded</u>	

Visit the section on New Quizzes in the [Canvas guide](#) for more information and, as always, please [contact me](#) with questions or concerns!

# SHARE A TEACHING STRATEGY



Share the phenomenal things that you have been doing in your classroom! Do you have a teaching technology or strategy that you've seen succeed and would like to share it in the *Teaching Tuesdays* newsletter? If so, please [share your idea](#) for an upcoming issue.